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GEOGRAPHY: HOW SHOULD IT BE STUDIED?

IN answering this question, we reply emphatically, *Principally from the map.*

We make no objection to the use of globes. Their aid is very desirable, especially until the child clearly understands, and is perfectly familiar with, the *form* of the earth; but, after this, the map is more convenient; and beside, for the want of globes in sufficient numbers, we must resort to maps.

When we say that geography should be studied principally from the map, we *do not mean* that the pupil should study a set of questions upon the map, having the initial and final letter of the answer appended to the several questions. These leading-strings are an abomination and a nuisance, that should be abated, even at the expense of abating an otherwise good book.

Perhaps these "guide" letters may be an assistance to the pupil in learning a given lesson; but a lesson should be learned with the intent to remember it, and *these letters do not help the pupil to remember.*

But we *do mean* that the pupil should study *the map* with reference to answering every question which the teacher will be likely to propose; and, if the teacher is systematic, the pupil will soon learn what questions to expect. These questions will be more or

less minute as the portion of the earth's surface under consideration for the day is less or greater, and in proportion to the time previously expended on the same.

Suppose the class to have become familiar with the leading definitions of geography; the definitions of oceans, seas, gulfs, bays, lakes, and rivers; of continents, islands, peninsulas, and capes; of mountains, plains, and valleys; of latitude and longitude; of equator and meridians; of tropics and polar circles; of zones, and everything else which it is desirable to learn before advancing far in the study of the maps. The pupils having made these attainments, the teacher may assign the map of North America as the lesson of the day, saying that he shall call for the general outlines of this division, the latitude and longitude of a few of the most prominent points, the direction of the coast line from point to point, the principal capes and peninsulas, the bays and gulfs upon its borders, etc.

Subsequently let the lessons be the mountain chains and valleys, the lakes and watercourses, the soil and climate, the division into countries and states, the location and comparative importance of cities and towns, the influences of the political and social, the educational and religious, institutions of different sections, the narration of interesting historical events transpired and transpiring in various places; these topics and such as these more or less on a given day, according to the capacity of the class and their time to devote to the subject; and after a little discipline in this direction, the teacher and pupils may be equally surprised with the amount of information and the number of ideas which may be gained and firmly fixed in the mind in a single day.

Is there any doubt respecting the comparative value of the study of the map and the study of the text? Let any one now in mature life, who in his childhood faithfully studied and was really familiar with geography as it was then taught, see how vividly he retains the relative forms, positions, and magnitudes of the different natural and political divisions of continents and countries, oceans and seas, gulfs and bays, lakes and rivers, islands and capes, mountain chains and isolated peaks, and all the multitude of relations which were rendered familiar *to the sight*; and let him see how little he can recall of all that he thoroughly learned respecting the popula-

tions of cities and states, the areas in square miles of countries and islands, the descriptions of capitols, palaces, and edifices of all kinds, and all the statistics which he learned by the mere study of the text, and he has some criterion by which to judge of the comparative value of different species of geographical knowledge.

Doubtless many of us in middle life have a much more accurate knowledge of the positions, forms, boundaries, magnitudes, etc., of Portugal, Spain, France, and all the European countries, than we have of Idaho, Colorado, Dakotah, Nebraska, Colona, and the other divisions in the western part of our own country. And why? Because that in the plastic period of childhood the pictures of the former were before the eye almost daily for months and years, and were, through the sense of sight, engraven as with the point of a diamond on the tablet of memory, while the latter divisions are of recent date, and our thoughts have since been absorbed in other pursuits.

Manifestly the man who would give the longitude of Havana, "about the same as, possibly a little farther east" than, that of Boston, must have acquired his geographical knowledge from some other source than the study of a good map, for otherwise would he not know that our Atlantic coast extends from north-east to south-west, and also that Havana is very near the southern point of Florida? He might not be able to give the longitude, in degrees, of either Boston or Havana, but he must surely know their *relative* positions.

To acquire a comprehensive knowledge of geography by committing to memory isolated facts is a hopeless task; but by a careful and intelligent study of the physical features of a country,—its mountain chains and valleys, its slopes and plains, its rivers, lakes, and coasts, its soil and climate,—it is a comparatively easy matter to locate its chief cities and towns, and to learn its animal, vegetable, and mineral productions, and the industrial pursuits of its inhabitants.

ONE moment!—what an effect it produces upon years! One moment!—virtue, crime, glory, shame, woe, rapture, rest upon it! Death itself is but a moment; yet eternity is its successor!

WHAT IS THE USE?

THIS is a question very often asked in reference to various studies. We well remember the goodly number of sons and daughters, in a certain family, who attended the district school with us. The parents probably "never had a dozen thoughts in all their lives." When their neighbors' children took hold of algebra, and even aspired to know something of Latin, "What is the use?" demanded the whole household above alluded to: "we can hoe corn and wash dishes just as well without that nonsense."

Although the question in this case proceeded from ignorance, as it generally does, yet more enlightened parents, and oftener scholars, who are not so fond of study as they ought to be, cannot see the benefit of studying this or that branch of knowledge. "What good will algebra or Latin, e. g., ever do me?" is the indignant question of many a scholar, as he gets hold of a tough problem, or is stumbling through "hic hæc hoc." We propose to give two or three answers to this question.

First, If the question has any force, it lies against the whole range of study beyond the mere rudiments. Nineteen-twentieths of the people, so far as the mere fact of eating and drinking and clothing is concerned, need to know nothing of books beyond reading and spelling and writing, and a little of arithmetic. These elements of knowledge are all that come into every-day use with the great majority of mankind. Does he who asks, "What is the use?" believe that the community would be as well off if all study beyond these elements were discarded?

The primary object of school studies, beyond the mere rudiments, is *discipline of mind*.

This statement may sound very stale, but it is one which the world has not yet generally comprehended. Education is a common word; but many do not understand the real essence of it, that it is the *drawing-out, enlarging, strengthening* of the mind. Study is to the mind what exercise is to the body. Muscular activity develops and strengthens the physical powers; mental exertion develops and strengthens the powers of the mind. But if the mind must study, it must have something to study. Reading and spell-

ing, and the first exercises, cease to task the mind. It is familiar with that knowledge which comes into use in every-day life; is no farther expansion desirable? If not, then the question, "What is the use?" is pertinent; otherwise it is not, for the very requirement of study leads to the branches beyond the rudiments, and beyond common use. But just here it is said, "Study something practical; e. g., history." Very well, history is good; but let the mind be filled with historic facts, without education in the sense of mental discipline, it is a mere lumber-room, or like the man who has purchased a great variety of carpenter's tools, but never learnt how to use them.

This, then, is one answer to the question at the beginning; the *necessity of mental discipline* leads to the study of the higher branches of learning.

Second, Another answer to the question is, *All knowledge is valuable*. It is understood, of course, that no knowledge of an immoral tendency is included here. All knowledge, whether it be of mathematics, or of the elements which compose the material universe and their infinite combinations, — chemistry; or of flowers, shrubs, and trees which God has given for use and beauty, — botany; or of language, that wonderful system of characters and signs by which thought is communicated from man to man and from age to age; or natural philosophy, which opens a great volume of laws written by the Creator; or of mental philosophy, which analyzes the powers and the workings of the human mind; or of moral philosophy, the greatest of all, — all knowledge of these subjects, and many others, is useful, because instructive.

This is the second answer to the question: the study of the higher branches affords *information*. It needs no argument to prove the use of this.

Third, Our third answer is a combination of the two already given. The first of these asserted *discipline of mind* as an object of study; the second, *information*. Now we affirm that education — *mental training*, and ideas gathered from the various branches of study — is needful for the highest development of a man or woman. The highest ideal of a man would be one who had a perfect physical organism, the most expanded and well-informed mind, and who was morally pure. The body, the intellect, and the moral nature,

are the three great elements in a man. The second of these will not attain its greatest development in the domain of "reading, spelling, and arithmetic," merely, but in the "regions" of study "beyond." And because the greatest possible development of the mind is desirable for every being of immortal aspirations, study those things which are needful to gain it. This is the third answer to the question "*What is the use?*"

B.

TOO MUCH HELP.

A COMPARISON is sometimes made between the pupils trained in cities who attend school nine or ten months in the year, and the pupils of schools in small towns who attend five or six months, and sometimes even less than that.

This comparison reveals the fact that, in many instances, the pupils in country schools attain an average proficiency in study fully equal to that of pupils in the city, and an average proficiency in health and energy of character much greater. So that, upon entering active business pursuits, the country boys continue in advance of their rivals bred in the city. Many of the most successful merchants and professional men in this State are pointed to, with the remark, "They received not their training from the city schools; they got their rudimental instruction in the old red school-house that stands near the cross-road upon a bleak field, many miles away from any populous town. But for some reason they prove far superior to those who have enjoyed the bountiful provision made for instruction in the city schools." Hence the inference that there is something wrong about the city schools, either in arrangement or instruction.

We assume that the error is one of practice, and is constantly increasing; that it began in the metropolitan schools, and is permeating all the institutions for instruction of the country. The error may be briefly stated in this: "Too much direct help, too much pampering." A teacher comes before a class which is going to begin a new and difficult subject. He tells the class that their path is a perplexing one, but he will help them through. He

directs their attention to the chief obstacles ; tells in what the intricacies consist, and how they may be solved. He then leads them through, carefully guarding them against every error and mistake ; and thus almost before the pupils are aware, with little work on their own part, with no excitement of curiosity or exercise of ingenuity, they are over the hard passage of their way, and pressing on still farther. That is what we mean by too much help. It secures a rapid advance, but gives no corresponding self-reliance or strength ; it carries over much ground in one direction, but gives no independent originality wherewith to strike out new paths in other directions ; and often places pupils rapidly so far onward, that, unaided, they cannot find their way back. The habit is thus formed of stopping short at every difficulty, and waiting for help ; and the consequence is, that, when the obstacles are encountered that meet one at every step in the competition of practical life, there is no friendly arm to lean upon, no cultivated determination to brace up, but a faltering incompetency that ends in vain wishes and empty resolutions.

Analogous in its results to this constant helping is the pampering of pupils, which now seems to be regarded as almost indispensable. It takes the names of "something to interest pupils," "efforts to make school attractive," etc., etc. Now, we would yield to no one a stronger desire than we have to make schools both interesting and attractive. But we desire, first of all, to secure the development of a strong and resolute well-balanced character ; we believe this can be attained only by severe discipline ; and that you might as well look for the best bodily health when the child has had merely what the palate craves, as for the best mental health when there have been administered frequently, and in large quantities, as a part of school training, through the whole course of education, exercises which are designed merely for a temporary amusement. A diversion may be introduced in the form of a story, or accounts of travels and scientific discoveries, and thus interest may be awakened and curiosity sharpened. But this is liable to grow into a habit of pouring information upon pupils indiscriminately, and results in deadening the active receptivity which is necessary to the best acquisition.

We want in our schools a thorough drill in the branches of learn-

ing prescribed. Can we have this when teachers are constantly wandering all over the heavens above, the earth beneath, and the waters under the earth, in pursuit of facts foreign to the instruction demanded, and designed merely to interest? The object of our schools is, not to make of pupils walking encyclopædias, but to give them the power of mind whereby they can assimilate and generalize from such facts as they get in after-life. How often do we see those, who in youth were eminent for "general information," destitute of the culture or discipline that can make the information available for a good purpose! We are not prepared to advocate the disjointed training pursued in many country schools; but we do say that the pupils there are more often thrown upon their own resources, and compelled to think for themselves; that their attention is confined to few things, and a thorough mastery of them; and that for this reason there is often a better result secured, than with all the improvements and advantages of the large schools, where the attention is distracted, and the instruction too widely diffused.

We admit that this peculiarity of country schools arises often from the lack of competent teachers. The very fact that scholars cannot find an explanation which they desire sets them to labor for it; and when thus obtained, it is worth much more than it is when all the difficult work has been done by other heads. The most valuable lessons in military strategy are not those which we learn from the history of armies, containing myriads of soldiers who have every advantage of position, equipment, and supplies; but rather from those who have been driven to discouraging extremities, and whose only salvation lies in the utmost efforts of every soldier. So *all* our lessons in teaching are not to be derived from the practice of those schools, which, by the furnishing of conveniences for the lame, halt, and blind, and applying them to the whole as well as to the sick, soon bring all to feel the constant need of a physician.

P.

THINKING is creating, with God, as thinking is writing, with the ready writer; and worlds are only leaves turned over in the process of composition, about his throne.

THE TEACHER'S REWARD.

THE faithful laborer in every honorable calling has his reward. The veteran teacher takes an honest pride in seeing the youth whom he has educated coming forward upon the stage of life, and taking honorable positions in the various professions and occupations of life. Wherever he may travel, he meets a kindly recognition and a cordial welcome from those whose characters he has moulded, and who are now exerting a mighty influence in shaping the destinies of the world.

We do not intend to write an elaborate essay upon the rewards of the teacher, but merely to relate an incident or two that recently came to our knowledge.

In the years 1836-8, the writer had a school-mate whose fine scholarship, modest bearing, and noble purposes, won the esteem of his instructors, and the confidence and friendship of all who knew him. In 1838 he finished his academic course with high honors, and immediately engaged as teacher in a private high-school in his native village, — a small sea-girt town in our good old Bay State. Here he labored with eminent success for nearly twenty years, the pride of his townsmen, and the revered and beloved friend and teacher of the children and youth of the village, for near a generation, until, worn with care, and enfeebled in health, he retired from his arduous and responsible labors. Subsequently he sought and found lighter employment in our goodly city of Boston, as a means of procuring the comforts of life which his unselfish generosity had prevented him from accumulating while training the young.

While engaged in his office one day, a gentleman entered, whom he recognized as a former pupil. Having conversed a while, the gentleman said to my friend, "Are you very busy to-day?" Being answered in the negative, he added, "Then I want to use you for an hour;" and taking him by the arm, he led him to a hat-shop, and said to the keeper, "I want you to put one of your best hats upon this gentleman's head." He then conducted him to a tailor's establishment, and ordered a full suit of the best clothes which the establishment could furnish. My friend remonstrated, but the gentleman would not listen. Said he, "It is a pleasure to me to do it."

You took me from poverty, obscurity, and degradation, and made me what I am ; you gave me my tuition ; and when in my rags I was taunted by my thoughtless school-fellows, and was upon the point of abandoning my school and giving up all my good resolutions, you ever came to my rescue, and by kind acts and persuasive words encouraged me to persevere. I heeded your counsel, and, by the blessing of a kind Providence, have risen to honor and affluence. All that I am, and all that I have, I owe to you ; and of this pleasure I cannot be denied." Having completed the measurements at the tailor's, they next went to a bootmaker's ; and in due course of time our friend had his outward man thoroughly renovated, and in his soul he experienced a satisfaction to which the selfish worldling is a stranger. In early manhood he cast his bread upon the waters, and now, after many days, it is returning to him in material blessings, and is a well-spring of life and happiness to him.

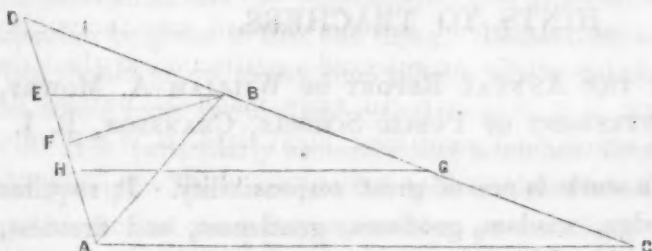
When one has labored long and faithfully in forming the character of an individual, and giving his mind a bent in a certain direction, it is a pleasure to see him in after-life pressing forward with alacrity in that direction. We have heard of the desire of a distinguished professor of Hebrew to pledge the members of his classes to devote a certain time daily to the study of Hebrew after they passed from under his instruction, that they might be profited thereby, and that he might have the satisfaction of knowing that his labors with them, in that direction, had not been in vain.

If fidelity to one's own interests, and to the impulses received from the precepts of an instructor, as the result of a pledge, are thus gratifying to the instructor, then doubly gratifying is it to him when continued progress in a desirable course is the result of the pupil's own free choice. We were thus gratified a few days since in the reception by mail, from a Canadian village, of the following demonstration of a well-known Theorem in Plane Trigonometry. The writer was our pupil for a year, ever docile, faithful, and successful. About a year since he called on us, expressed his satisfaction in his course of mental training, tendered his gratitude for favors received, sought our continued interest in him, and announced his intention to go into our western country or into Canada, and seek a livelihood in some honest and useful labor. He went forth

empty-handed, relying on his integrity, his own right arm, his mental and moral character, and the blessing of Heaven. Invoking upon him the best of Heaven's blessings, and not doubting his usefulness and success in life, we give his demonstration. The references are to Davies's Legendre.

"PLANE TRIGONOMETRY. THEOREM 2.

"In a plane triangle, the sum of two sides, including either angle, is to the difference of those sides as the tangent of half the sum of the other two angles to the tangent of half their difference."



"Let ABC be a plane triangle. Produce the side CB until the part produced is equal to the side AB . Take BG equal to AB ; then C

D will be equal to $CB + BA$, and CG will be equal to $CB - BA$. Draw DA , and from the point B draw BF to the middle of DA . Then the angles DBF and FBA are equal, and BF is perpendicular to DA (B. I, P. XI., C. 2). But the angle DBA being exterior to the triangle ABC is equal to the sum of the interior and opposite angles BAC and BCA (B. I, P. XXV., C. 6); hence the angles DBF and FBA are each equal to $\frac{1}{2}(BAC + BCA)$, and the lines DF and FA being each perpendicular to BF are tangents of these angles, i. e., of DBF and FBA (Def. Trig.). Draw BE parallel to AC , then the angle DBE will be equal to the angle BCA (B. I, P. XX., C. 3). Now one half of the difference of two quantities may be obtained by taking the less from one-half of their sum; hence, if DBE be taken from DBF , EBF will be equal to $\frac{1}{2}(BAC - BCA)$, and EF will be its tangent. Draw GH parallel to CA , and it will also be parallel to BE (B. I, P. XXII.). Then $DB : BG :: DE : EH$; but DB and BG are equal, $\therefore DE$ and EH are equal. Now if DE be taken from DA , there will remain $AF + FE$; and if the equal line EH be taken from the same line DA there will remain $DE + HA$; hence $AF + FE = DE + HA$. Add FE to both sides of the equation, and their results $AF + 2FE = DE + HA + FE = AF + HA$. Taking AF from both sides of the equation, there will remain $2FE = HA$. Now in the triangle CDG we have $CD : CG :: AD : AH$; but $CD = CB + BA$ and $CG = CB - BA$. Again: $DA = 2 \text{ tangent of } \frac{1}{2}(BAC + BCA)$, and $HA = 2 \text{ tangent of } \frac{1}{2}(BAC - BCA)$; hence, substituting these values in the proportion, and dividing the terms of the second couplet by 2, we have, $CB + BA : CB - BA :: \tan. \frac{1}{2}(BAC + BCA) : \tan. \frac{1}{2}(BAC - BCA)$. Q. E. D."

At the close of this neat demonstration of a somewhat difficult

and very useful theorem, the young man gives this brief, modest, and characteristic note : —

"It is a new demonstration of a trigonometrical theorem by one of your old pupils. I do not claim that it is a better or a shorter plan than Davies's, for it is neither; I only present it as another method of proving the theorem. I hope and think it is new and true. I remain your friend,

"D. K."

HINTS TO TEACHERS.

EXTRACT FROM THE ANNUAL REPORT OF WILLIAM A. MOWRY, ESQ., SUPERINTENDENT OF PUBLIC SCHOOLS, CRANSTON, R. I.

THE teacher's work is one of great responsibility. It requires all the knowledge, wisdom, goodness, gentleness, and firmness, which can be employed in any vocation.

As we cannot find perfect workmen, neither should we look for perfect workmanship. But it should be the aim of every teacher to bring to the work all possible skill and wisdom, in order to produce as near as may be a faultless work.

1. The teacher should endeavor to be *himself*, and not attempt to imitate or copy another. Many failures have arisen from attempts to carry into the school-room plans and practices of others, without having thoroughly examined, worked over, and incorporated the desired change into the teacher's own plan and character. He may see many things which with others are successful, but which, from his own nature or the character of his school, it were impossible for him to carry into successful practice.

2. Whatever the teacher attempts to do should be done *well*. No one should accustom himself to failure in any thing, or allow his pupils to acquire the habit of failure. "Whatever is worth doing at all, is worth doing well." This principle has two special applications; viz., to the lessons learned by the pupils, and to the discipline maintained by the teacher.

Whatever is passed over on any particular day, or during any particular term, should be done *thoroughly*; and it is the teacher's fault if it be otherwise. On the other hand, whatever is established

for the school should ever be maintained, and *strict* obedience insisted upon in all cases. Whatever the teacher attempts to do in any matter of discipline, should be done, and done thoroughly.

* * * * *

There should be but *one thing done at a time*. If there is a necessity of speaking to the school during a recitation, *that recitation should stop* until the matter is attended to, and the teacher can return his thoughts to the class. When any thing is to be said by the teacher except a legitimate remark, or question upon the lesson, the exercise should be suspended. *One thing at a time*, and let attention be given to that one thing. Remember, no exercise of a class should go on at any time till the whole class is attentive, and the whole room is quiet and orderly.

3. It is particularly necessary that a teacher should be punctual and prompt. There are but few habits, in that bundle which makes up the man, of more importance than *punctuality*. If there is one more necessary than another to be cultivated in childhood, it is the habit of promptness and punctuality. But its importance cannot well be instilled into the minds of pupils at school, nor can they be induced to make sacrifices to acquire it while their teacher ignores it or neglects it. How can pupils be expected to be prompt in their attendance at school, if the teacher is frequently or occasionally late? One of the most distinguished of the whole corps of New-England teachers, who had himself taught for *thirty years*, told me that during that time he was never late but *once*, and then was over the threshold when the clock struck.

I need not say that his pupils never troubled him with lateness. If you wish to overcome the habits of your pupils coming into the school-room late, be ever prompt yourself in all you do.

4. I have heard teachers complain that they were unable to secure animation and vivacity in the recitations. The children were dull, monotonous, slow, and lifeless. They did not appear animated and interested in their studies and recitations. I never have heard it from one who did not himself exhibit the same fault.

A wide-awake, energetic teacher will always secure the same vigor, promptness, and interest on the part of the pupils.

I have in mind one of the schools of this town, where this complaint was made by the teacher. It was justly made. The pupils

were very dull and uninterested in their recitations. A change of teachers was made. Before two months had passed, there was an entire revolution in this respect. The children were earnest, interested, and animated, to an unusual degree. The cause of the difficulty at first, and of the remedy so soon evident afterwards, was very apparent to any visitor to that school-room. Teachers, be earnest, full of life, animation, enthusiasm. Be interested in the lessons of your pupils yourself, and they will not fail to manifest their interest and enthusiasm.

5. This leads me to speak of one other matter of importance. Show your interest not only in the lessons of your pupils, but *in the pupils themselves*. No teacher will succeed *well* who is not interested in the progress and success of his pupils. And if he be thus interested, he will manifest it.

Many a teacher of excellent scholarship and of good ability to control a school, who can manage any unruly boy, fails to win success in teaching, simply from a want of benevolence, of interest in his pupils. He always maintains the attitude of a *master*. He governs well; but he fails to win any kindly interest, to draw from his pupils any token of their love. He *drives*, but he cannot *lead*. Discipline must be maintained in school. Whenever a bad boy refuses to obey, he must be compelled to obey. He must obey. He must submit. But this exercise of the master's *authority*, to be successful, must be but rarely exercised.

A boy can never be changed from a bad boy to a good boy by a daily flogging. He may be punished once or twice; but there must be some potent accompaniment of this punishment; some power of the teacher beside the rod, to change his temper and his spirit from the rebellious boy to the tractable youth, who loves his books, and is ambitious of success in life. It is the teacher's main work to infuse a spirit, an ambition, a desire for success, into the minds of his pupils. He is to wake up the sleepy faculties, to arouse the dormant energies, to control and curb the lower faculties, by stimulating and bringing into exercise the higher qualities of the mind and soul. He is a trainer of souls. He calls into exercise immortal faculties. He develops *man*.

To do this, he must possess in himself all those faculties which he would arouse in others. If he teach that others should not

steal, he must be scrupulous in his own observance of the rights of property. If he teach truth as one of the cardinal virtues, he must ever exhibit himself truthful in word, in deed, in look. If he teach punctuality, he must never be a moment late. If he teach arithmetic, grammar, philosophy, he must be himself an expert, and a lover of those sciences. The teacher must be a true man, or a true woman, with a cultivated intellect and a pure soul.

THE PHONIC METHOD.

I AM told that the article in the January number of the *Teacher*, on "The Phonic System of Reading," was intended as a reply to what I said at Worcester about Mr. Zachos's "rational method," as presented in his "Phonic Primer and Reader." Mr. Zachos claims to be the author of a very important educational discovery, whereby nine-tenths of the time usually employed in teaching reading may be saved. Having carefully examined what he has published as his system, I could find in it no new principle and no new combination, and I thought it proper to say so.

In the article referred to, he undertakes to state explicitly what he claims as original in the phonic system. If I understand his statement, he claims to have contrived a certain "phonic text," with "a key which will give the correct pronunciation of every word in the text." After indicating the main characteristics of the "text," he asks the following questions: "Where will you find a text, which, by the use of these familiar names, makes the English language *phonic*, or such as can be read purely by its sounds, and that without touching the bug-bear of all phonetic systems, the *orthography* of the language? Where will you find a 'key to reading,' which, with the slight changes demanded by the 'phonic text,' can *unlock every word* in the language to the ear of its possessor?"

Now, these questions are put as though it were difficult or impossible to answer them; and the presumption is, that if such a "text" and such a "key" can be produced, the question of originality is disposed of. This seems to me to be a very easy task. To accom-

plish it, only requires an acquaintance with any good spelling-book. And my answer is, that *every good spelling-book* within my knowledge contains both a text and a key, essentially the same as those which Mr. Zachos claims to have invented.

For example, the phonic text and the accompanying key in Webster's Elementary Spelling-book, are, in my judgment, such in every essential particular as the text and key contained in the work of Mr. Zachos. Perhaps, however, the best phonic text and key are those contained in Perry's well-known spelling-book, entitled "*The only sure Guide to the English Tongue*," which antedates Webster; the preface being dated, "Edinburgh, August 18, 1780. The edition before me is the "ninth Worcester edition," printed in 1794. Having paid much attention to this phonic method of teaching for fifteen years or more, I do not hesitate to give it as my opinion, that Perry's "Sure Guide" is a much better manual for teaching it than the "Primer and Reader" by Mr. Zachos.

It may be worth while to state also that Perry not only gives the phonic text and key, "digraphs" and all, though he calls the latter by their common names, but he points out the phonic method of using them. He says, "The first thing to be taught children is, the names and *powers* of the single and *double* letters ('digraphs'), and of their *combinations*, as represented in very complete tables exhibiting and illustrating the syllabic law." Mr. Zachos is of much the same opinion. His first and second directions to teachers are: "1. The names of the letters, capital and small, must first be taught to the pupil. 2. Then begin a thorough drill on the elementary sounds." Perry's directions for the use of his key are strictly in accordance with the phonic method of teaching the right pronunciation of words.

But while I cannot admit the claim to originality which Mr. Zachos has set up, I certainly do not mean to charge him with *intending* to appropriate to himself any credit which does not justly belong to him. I have great confidence in the purity and disinterestedness of his motives. I fully believe that he has at heart the promotion of the cause of education. Still, if he assumes the position of a "leader and a guide in the path of knowledge," it is his duty to inform himself as to the *history* of the subject which he professes to teach.

He seems to assume in the Introduction to his book, that the phonic system is not now taught. This is quite a mistake. The primary teachers in Boston have used it for several years, as far as they could conveniently, with the very unphonic spelling-book which they have had as a manual; a book which seems to have originated from some suggestions thrown out by Mr. Mann, in his elaborate argument against the phonic and other methods, and in favor of the *word method* which is the very reverse of the phonic method. The phonic system is by no means a new thing in our normal schools. It has been taught more or less in Chicago for a number of years.

"But," asks Mr. Zachos, "what is the use, fellow teachers, in raising a dust about the originality of authorship in a method of instruction which is so very useful?" This is a very pertinent question. But who is raising the dust? I thought all men agreed that it was best so be just and true, and to render honor to whom honor is due. Mr. Zachos challenges criticism, not only by claiming to have discovered the phonic method, but also by claiming such extraordinary results for the system. If his claims are just, then he is a great educational benefactor, and he ought to be honored and rewarded as such. He ought to have a bronze statue erected by the side of Horace Mann's. These are the considerations which might justify our inquiring into his claims.

But there is another important one. If the system had been known, and if it had been so valuable as it is claimed to be, would it have become so obsolete as to give any sort of color to a claim to a re-invention of it?

I am well aware that there is much time wasted in teaching reading, and I trust that the discussion of Mr. Zachos's claims will tend to throw light on the subject. I trust it will tend to correct some of the evils which we have suffered in consequence of discarding the proper use of the spelling-book in teaching, reading, and spelling.

JOHN D. PHILBRICK.

Boston, Jan. 12th, 1865.

Resident Editors' Department.

SPIRIT OF THE PUBLIC SCHOOLS OF GREAT BRITAIN.

ENGLISH reviewers, travellers, and book-makers have taken great satisfaction in portraying the alleged ill-manners, rudeness, and general want of refinement, on the part of Americans. Viewing things from the English stand-point, one might justly infer that upon the British Isles the people were all patterns of propriety in speech and manners; while their relatives across the water were ignorant of the first requirements of good society, and, in fact, but little removed from the unfortunate condition of semi-barbarians. The sublime self-complacency, the supercilious disdain, and the unjust charges which have characterized the writings of numerous Englishmen and some Englishwomen, when treating of America, its people, and affairs, have often met with well-deserved scorn and contempt; and have sometimes done not a little to awaken a feeling of righteous resentment against the mother country.

We do not claim that society in this country is free from blemishes; that true politeness everywhere prevails; or that personal rights are always respected. But we do claim, that upon the whole, in all those elements which constitute true manliness, independence of character, respect for the rights of other men, and the courtesies of civilized life, Americans are the peers of their English brethren. More than that, we know that in England some things are not only tolerated but justified as right and wise, which to every American seem ungentlemanly, unjust, mean, and barbarous.

Take, for example, the system of fagging, as still upheld in her most famous schools,—a system which allows the older boys to tyrannize over the younger, compelling the latter, willing or unwilling, to perform menial service for the former, which they, oftentimes, are too indolent to do for themselves. How long would Americans tolerate a school system which permits large boys to administer floggings to their helpless little school-mates, because, forsooth, the little fellows happen to have pluck enough to refuse to blacken their elders' boots, or run upon errands, or perform other demanded service?

Imagine that it were announced in the *North American Review*, that, in a certain distinguished American school, "the junior boys are compelled to get up at half-past three or four o'clock to light fires for seniors who get up at five;" that "juniors are required to provide for the seniors, under penalty of a thrashing, stationery of various kinds;" that "the seniors have the power of inflicting painful and degrading punishment on juniors for any thing which they may please to consider a 'grave moral offence;'" that "the seniors are in the habit of delegating this power to boys in a class below them;" that among the boys "there is a very sinister vocabulary denoting different kinds of punishments, one of them dangerous as well as brutal;" that "there is a general relation between the upper boys as masters and

the lower boys as servants, from which a thousand petty acts of tyranny and vexation arise." We say *imagine* such an announcement to be made; for such a state of affairs never has existed in an American school, and never can exist so long as our free institutions exist, unburdened by an overbearing, hereditary aristocracy.

With what astonishment would statements like these strike the public mind! How long would a school that permitted such outrages eke out an existence! No father in this free land would allow his son to cross its threshold: no boy would desire to enter it to play the part of a bully, or consent to act there the character of a slave.

And yet precisely these statements, we quote from the *Edinburgh Review*, in which they are made with especial reference to the famous Westminster School; while at the same time it admits, that the fagging system prevails to a greater or less extent in the other renowned public schools of England.

What shall we think of that state of society which suffers one portion of the boys in public schools to act the part of master — oftentimes tyrannical, too — and the other that of servants? Can we not recognize in the tone of English schools the very spirit which makes England bluster and bully, when she can do so safely, and cringe and truckle, when to do otherwise would be unsafe?

But the defenders of the fagging system urge in its favor, that the large boys, in return for the services rendered them by the small boys, act as their protectors; and the head-master of Westminster, testifying before a Royal Commission, said, "If you had not a recognized fagging system, you would have a bullying system."

Is it not a fair inference from this, to conclude that a small boy cannot safely stay in a public English school without having a special protector; that one big bully must be placed over a little boy to save him from the rapacity of another big bully; that it is understood and expected that English boys will be controlled by physical force, by fear, and self-interest, and not by manly feeling, a sense of justice, and the laws of courtesy and good-breeding? Well does the *Edinburgh Review* remark, in relation to the injustice of the fagging system, "It may impair the boy's character for life, and make him, according as he is the bully or the sufferer, a tyrant or a slave."

In free America, boys need no bullies to protect them. Boys respect each other's rights; and, whenever they see one of their associates imposed upon, their sympathies and aid naturally go upon the side of justice. Such is the almost universal spirit of American schools. A few sporadic cases of outrages have, it is true, occurred in one or two of our highest educational institutions; but they have never formed a part of a general system; have never been defended by the officers of those institutions or by the public; and certainly have never been favored as a preventive of something worse. Toward the professors in the colleges of this country, the students almost uniformly manifest a proper respect, rarely forgetting the deportment which is due from one gentleman to another. In contrast with this usual courtesy of demeanor in our colleges, we present the following graphic picture of a remarkable scene, witnessed at the last annual opening of the University of Edinburgh, and sketched in the last number of the *American Educational Monthly*, by W. L. G. [Rev. Wm. L. Gage, formerly one of our esteemed contributors.]

"Let me close this letter by speaking of one of the most disgraceful relics of a barbarous age, which disfigure the high civilization of this century. At the open-

ing of the winter session, the amphitheatre devoted to the students was filled to repletion, and a volley of peas saluted every new-comer. About a thousand young men were there; and, for some minutes, they amused themselves with singing, stamping, and throwing peas. What a change will come over this scene, thought I, when Sir David Brewster and the professors shall enter! But, on the contrary, their entrance was signalized by fresh volleys of peas, and the most unearthly din I ever heard. It was as loud as the screaming of a hundred steam-whistles. Sir David stood uncovered, his fine venerable head the target for these missiles, while the professors and the *senatus academicus* hid theirs behind their square caps. For a minute this continued, and then one of the faculty tried to pray. But his voice was almost drowned in the cat-calls, the indecent cries, the stamping, and the hissing, while his closed eyes were made the target of a fresh volley of peas. When that service had been brought to a close, Sir David began his address, and labored on as well as he could, the students being apparently bent on applauding every sentence. Peas were flying, and the whole scene was one which made my blood boil. By and by one of the professors rose, and said, 'I see a young man in the act of throwing peas. That young man will rise.' All eyes were turned in the direction of the professor's finger. The whole room was full of cries, 'Don't get up.' But the professor insisted, another came to his assistance, and demanded that the principal should cease attempting to go on till 'this insult which we have been enduring year after year shall be checked.' At length the young man rose, and his name was secured. That put an end to the throwing of peas. Meanwhile, the pounding of feet commenced louder than ever. At one point the principal stopped, and said, with some feeling, 'Those persons who do not wish to hear me had better retire.' But still the indecent noise went on, and Sir David struggled on, never losing his calm placidity, and wearing the same beautiful face to the end. The remarks of Professor Lee, which followed, were fairly drowned with the din. One of the professors attempted to pronounce the benediction, but no sooner had he raised his hands to speak the hallowed words, when a fresh volley of sounds broke forth. At last he managed to catch a moment, and pronounced a hasty benediction. On the whole, it was the most hateful exhibition which I ever witnessed. I met Alexander Smith, the poet, directly after leaving the hall. 'Don't taunt us with even a civil war after this,' I said to him; 'there is *nothing* in America that can compare with the shameful scene which has just transpired here in your University of Edinburgh.' Doubtless a few years will see this done away, but the recollection of the annual opening of classes by the principal will long be retained as the last traces of the age of violence and brute force. But even now, while I think of such indignities offered to Sir David Brewster, to Drs. Syme and Simpson, to Dr. John Brown, the author of 'Spare Hours,' to Blackie, to Aytoun, and Christison, I feel like crying 'Shame' on the young men of the University for tolerating and encouraging such indecency."

MEETING AT THE EDUCATIONAL ROOM.

JAN. 7. Mr. J. F. Clafin, of Newton, in the chair. Attendance large.

Mr. Littlefield, of Somerville, was chosen to preside at the next meeting. Mr. B. G. Northrop, of Saxonville, and Mr. J. F. Patten, of Dorchester, were appointed to give practical exercises.

EXERCISE IN GEOGRAPHY.

Mr. George K. Daniell, Jr., of Ashland, then gave an exercise in geography substantially as follows:—

This exercise is not designed as a specimen of any particular recitation. It is

intended rather to indicate a method of investigation which may tend to create among scholars an interest in an important branch of the science of geography. The plan is, to commence with cases which are perfectly obvious, and to proceed gradually to those requiring thought and study. It is designed to be followed out in a series of recitations systematically prepared by the teacher.

What is the chief occupation of the inhabitants of California?

Why is gold-digging followed there, and not in Massachusetts?

Why are the people so anxious to obtain gold?

Is not the making of money the main object in any kind of business?

Will not that occupation, then, which is most profitable, be likely to be the most prominent, in any country?

What, on this supposition, will probably be the chief occupation of the people who live in the northern part of Michigan, near Lake Superior?

Why is this?

What will be the principal business in the north-western part of Pennsylvania?

Now, suppose a state or country has, instead of gold, copper, or oil, large forests of some valuable kind of wood, as mahogany, what will be the chief business there?

Do you know of such a country?

Suppose a country has, instead of mahogany, forests of oak or pine?

Do you know of a state where this is the case?

Will lumbering be always the chief business where lumber is plenty?

Suppose there were a country in the middle of Africa, where good timber was abundant; would lumbering be carried on to a great extent there?

Why not?

What is necessary, then, besides lumber, to make a great lumbering state.

Will the lumber-business, then, be always a prominent one where both of these conditions exist?

Do they both exist in Maine?

What is the result?

To what use is much of the lumber in Maine put?

Why are ships built in Maine, and not in Minnesota, which also has much timber? Does any one see a reason?

Suppose a state has neither of the valuable productions mentioned, but has a very fertile soil, where great crops can be raised with little labor; what will be the main employment there?

Do you know of such a state?

Which of the Middle States is noted for the cultivation of garden-vegetables?

Can you account for this?

Is there anything in the surroundings of New Jersey which will be likely to create a great demand for vegetables?

Will not such a demand be apt to cause their cultivation, if within the bounds of possibility, even though the soil and climate are not especially adapted to it?

What are the two principal occupations of the people of Massachusetts?

Do you see anything in the physical features of Massachusetts that accounts, in part, for its being a great manufacturing state?

Were any of you ever in Lawrence or Lowell?

What is the most noticeable feature of both places?

What moves the machinery in these great factories?

Would they be there, if it were not for the abundant water-power?

Is plenty of water-power, then, indispensable to extensive manufacturing?

Will it always produce it?

Has not Vermont abundant water-power?

Is it a great manufacturing state?

Why not as well as Massachusetts? Find out the reasons, if you can, and have them ready at the next recitation.

Through what place is nearly all the commerce of Massachusetts carried on?

Can you see anything in the situation of Boston which renders it a suitable place for a commercial port?

Anything besides its being on the seacoast?

Suppose Boston were to be moved bodily with its wharves and shipping, to some point further south on the coast (pointing on the map to some place where there is no harbor); can you see a reason why it would not be as well situated for a commercial seaport?

Suppose a severe easterly storm were to arise, what would become of the wharves and ships?

Do you see, then, what makes the present situation of Boston a peculiarly suitable one for commercial purposes?

Can any city be a great commercial seaport without a good harbor?

Let the teacher gradually unfold the subject, by taking one place after another, and directing the scholar's attention to the influence of its physical features upon the occupation of its inhabitants.

EXERCISE IN LATIN.

Mr. M. Grant Daniell, of Dorchester, gave the following exercise, introductory to the declension of Latin nouns.

It is assumed that the pupils are familiar with the rudiments of English grammar, and that they have had explained to them some of the most general and universal resemblances between the English and Latin.

The lesson to be learned in preparation for this exercise is a vocabulary of some fifteen or twenty words of the first declension, as follows:—

Ala, æ. f., *a wing.*

Aquila, æ. f., *an eagle.*

Britannia, æ. f., *Britain.*

Causa, æ. f., *a cause.*

Columba, æ. f., *a dove.*

Europa, æ. f., *Europe.*

Fortuna, æ. f., *fortune.*

Femina, æ. f., *a woman.*

Insula, æ. f., *an island.*

Peninsula, æ. f., *a peninsula.*

Patria, æ. f., [one's] *country.*

Pecunia, æ., *money.*

Poeta, æ. m., *a poet.*

Puella, æ. f., *a girl.*

Regina, æ. f., *a queen.*

Rosa, æ. f., *a rose.*

Sicilia, æ. f., *Sicily.*

Victoria, æ. f., *victory.*

Verbs. { Est, *is.* Habet, *has.* Dat, *gives.*
 { Sunt, *are.* Habent, *have.* Dant, *give.*

Nominative.

How is the nominative case generally used in English sentences?

Ans. As the subject of the sentence.

Yes; and it is used in just the same way in Latin sentences. What rule have you ever learned for the nominative case?

Ans. The subject of a sentence must be in the nominative case.

Well, that rule will do for the present, for the subject in Latin sentences. Can you give an example of a noun in the nominative case?

Ans. The boy has a book.

What word is in the nominative case in that sentence?

Ans. Boy.

Why?

Ans. Because it is used as the subject.

Can any one tell me what these two words mean — *Puella habet*?

Ans. The girl has.

What is the subject, and why?

Ans. *Puella*; because it is that of which something is affirmed.

Then in what case is *puella*?

Ans. Nominative.

Is this a complete sentence? What does it need to make it complete?

Ans. An object.

Well, we will find an object of the verb by and by. Do you think of any other way in which the nominative case is used in English sentences?

Ans. As the predicate-nominative.

Now take this sentence; [writing it upon the board] *Britannia est insula*. Who can tell me what it means?

Ans. Britain is an island.

What is the case of *Britannia*? Why?

What is the case of *insula*?

Ans. Nominative.

Why?

Ans. Because it is used in the predicate, and refers to the same person or thing as the subject.

Now, then, you can make two or three Latin sentences. Translate, Sicily is an island — Europe is a peninsula — Fortune is queen. [Same questions as above on each of the nouns.]

Genitive.

In English, what does the possessive case denote?

Ans. Possession or ownership.

The case in Latin which corresponds to the possessive case is called the *genitive*. What, then, does the genitive case denote?

Ans. Possession or ownership.

In English, how is the possessive case formed?

Ans. By adding 's to the nominative.

In the words you have learned to-day, how is the genitive case formed?

Ans. By the ending *æ*. [This the pupils have learned from the vocabulary.] Now, to what does this ending *æ* correspond in English?

Ans. To 's.

Decline the noun *girl*.

Ans. Nom. *girl*, poss. *girl's*, etc.

What is the Latin for *girl*?

Ans. *Puella*.

What is the Latin for *girl's*?

Ans. *Puellæ*.

In what other way can you express *the girl's*? as, for example, *the girl's book*?

Ans. The book of the girl.

What, then, does *puellæ* mean?

Ans. *Of the girl*, and *the girl's*.

Now will you give me the Latin for — the dove's — of Europe — the poet's — the queen's — of the eagle — the girl's rose — the eagle's wing — the cause of victory — an island of Europe — Sicily is an island of Europe — Britain is the poet's country?

Accusative.

In English, what other case have we besides the nominative and possessive?

Ans. The objective.

How is it used?

Ans. As the object of a transitive verb or of a preposition.

Now let us see about the objective case in Latin nouns. That is n't the the name of it, though. It is called the accusative case. Now can you tell me how the accusative case of Latin nouns is used?

Ans. As the object of a transitive verb or of a preposition.

Right. We must now see how the accusative case is formed. Perhaps some one has found out what it ends in? Yes, in *am*, for these words; that is, the accusative singular ends in *am*. The accusative plural has a different ending; and so the other cases have endings in the plural different from those in the singular. Now you can give me the accusative singular of all the nouns in the lesson. What is the accusative singular of *poeta* — *rosa* — *femina* — *patria* — etc.?

You remember that we had a little while ago the incomplete sentence, *puella habet*; what was wanting to complete the sense?

Ans. An object of the verb.

Cannot some of you now supply an object? Suppose we say, "The girl has a rose;" what will that be in Latin?

Ans. *Puella habet rosam*.

I will write the sentence on the board; but I shall put the words in a little different order, thus: — *Puella rosam habet* — because I think that is the way in which a Roman would have written it; and, for the present, you may write all such sentences in a similar way.

What is the case of *rosam*?

Ans. Accusative.

How do you know it to be accusative?

Ans. Because it is the object of the transitive verb *habet*.

How else may you know it to be accusative?

Ans. By the ending *am*.

Now translate — the queen has money — the dove has a wing — Britain has a poet, etc.

Thus continue through the remaining cases, singular and plural. The work of learning the paradigms, after such a treatment of the cases, is quickly done, and is no unpleasant task.

Perhaps it is superfluous to add that the accusative case was taken for illustration before the dative, on account of its immediate correspondence in use with the English objective.

DISCUSSION.

The regular discussion of the day was opened by the chairman. Subject:—What is the legitimate influence upon scholars outside of the school-room? and what are the best methods of exerting that influence?

He claimed that teachers could, and ought to, exert a great influence upon their pupils, beyond the stated work of the school-room, especially by directing them in the selection of books to be read; that few teachers were aware of the influence of proper allusions to good books; that a word spoken at the right moment might lead a scholar to read useful books, such as those which relate to history, biography, geography, poetry, or philosophy, instead of wasting time upon the reading of novels. He alluded in deprecatory terms to the prevalent indulgence in dime novels; spoke of the duties of parents in this connection, and closed by mentioning a case in which a teacher, by a wise word uttered here and there, has cultivated among his pupils a taste for good books.

Mr. T. D. Adams, of the Newton High School, said that he found a difficulty in separating the influence which a teacher exercises over his pupils in school from that which operates out of school. One is the resultant of the other. They were the same in kind, one being direct, the other indirect. Pupils would not forget what the teacher impresses upon them. What the influence should be, depends upon what the community needs. The greatest thing ever discovered was the power of thought.

Success in business depends upon the development of this power.

He spoke of the force of habit, and urged that it was especially important, in all that relates to interior thought, that children should think right on all moral questions. Alluding to the great faults of the day, he remarked upon the disposition to shun work; enlarging upon the value of labor, and the realities and earnestness of life. Another prevalent evil was a disregard of other men's rights. He would have the great questions of public morality discussed in schools; not in a spirit of partisanship, but of generous truth-seeking. Truth should be established in the hearts of the people before the ballot-box comes.

The great want of the day is that sort of instruction which shall train up men of high and noble and patriotic character.

Mr. Payson, of Chelsea, remarked that for many years he had made patriotism and anti-slavery doctrines prominent in his teaching; and no man had ever objected.

Mr. Philbrick, superintendent of Boston schools, in a few words, questioned the wisdom of discussing in school those moral questions which the public generally regard as partisan questions. It might be unwise to run the risk of sacrificing the general interests of a school for the sake of urging doctrines which are obnoxious to many parents. Admitting that truth should be taught, the question arises, *What is truth?*

Mr. Adams said, "Some things I *know*; I don't simply *believe* them."

Mr. Philbrick rejoined, that the very things that one man *knows* to be *true* another man *knows* to be *false*; hence, the fact that one thinks he knows, is not sure evidence that he does know.

Mr. Kneeland said, that he *knew* that the *Chicago platform* was right; but he had not thought it his duty to teach that platform in his school. He would not teach politics; but he would infuse good principles. He would obey the requirements of the revised statutes by teaching good morals; but he would keep out questions which divide the community.

Mr. Hagar, of Jamaica Plain, after expressing his sympathy with the views presented by Mr. Philbrick and Mr. Kneeland, recurred to the influence of good books. He thought that a teacher had accomplished very much when he had induced his pupils to discard the light reading of the day, and to find their delight in books of a higher character.

He said that he had been in the habit of requesting his pupils to hand to him lists of the books they had read. Monthly reports of this kind, had, in his opinion, been of great service. In this way, opportunities frequently occurred for giving timely advice, and children were led to exercise a proper care in the choice of books.

[Meetings are held at the Educational Room on the first and third Saturdays of each month, commencing at 2 1-2 o'clock, P. M. All teachers are invited to be present.]

INSTITUTE OF TECHNOLOGY.

WE desire to invite the attention of gentlemen who are teaching in or near Boston, to the great value and interest of the meetings of this Institute. We have not sufficient space this month to speak of the plans and purposes of this organization as its importance deserves. At another time we shall endeavor to unfold in full its grand objects. At present we wish merely to call attention to the regular meetings of the Institute, which are held on the first and third Thursday evenings of each month, at the Institute Hall, in the Mercantile Library Building, Summer Street.

The object of these meetings is the presentation and discussion of scientific questions, especially those which relate to useful arts. New inventions are exhibited and their principles explained. Models, diagrams, and so forth, are introduced, all of which go to interest and instruct the searcher after practical truth.

To give a more definite idea of what is done at these meetings, we will barely hint at what was done at the last meeting, January 5th.

A gentleman exhibited a useful invention for trimming lamp-wicks, and illustrated its operations.

Dr. Jeffries, of Boston, exhibited and explained the use of ophthalmoscopes, which are instruments used in examining the interior of eyes. He showed first, how by one of these instruments, one person can see into another person's eyes; second, how with one eye, a person can look into his other eye; third, how *one eye can see the interior of itself*.

A gentleman read a paper describing a new method of pulverizing gold quartz; also a new method of amalgamating it with mercury.

Mr. Farmer, the inventor of the fire-alarm telegraph, exhibited a machine of his own construction for producing a powerful light by means of galvanism and a platinum wire, and gave an exceedingly interesting lecture on the subject.

These meetings are attended not only by purely scientific men, but by many of the leading merchants and professional men of Boston and vicinity.

We think gentlemen engaged in teaching will obtain much practical knowledge by joining the Institute and attending its meetings. The expense is not large.

PLYMOUTH COUNTY TEACHERS' ASSOCIATION.

THE thirtieth semi-annual meeting of this association was held in South Abington, Friday and Saturday, December 16th and 17th.

The meeting was called to order at 10½ o'clock, Friday morning, by vice-president Solon F. Whitney, of Bridgewater; and Rev. Mr. Darrow, of South Abington, offered prayer. After a few remarks of welcome by Mr. Samuel Dyer, of South Abington, and a brief reply by the chair, on the part of the association, and other usual business, the following question was discussed: "Is it incumbent upon teachers to make the acquaintance of parents by calling upon them?"

Mr. Boyden, of Bridgewater, made the opening remarks. He based his argument on the axiom, "Success is a duty." He thought that teachers, in the true spirit of their work, should go directly to the parents, and endeavor to secure their interest and coöperation in his work.

An essay on the same subject, by a lady member of the association, was read by the secretary. She thought the teacher should be an example of excellence in all things; that he should be willing to work *whenever* there is work to be done; that visits to the parents of his pupils will often disarm prejudice, and make friends of those who might otherwise be troublesome enemies; that though it is proper for parents to make the first advance, yet the teacher should not wait too long for it, but secure the benefit at the expense of etiquette. The essay was well received. It is hoped that other ladies will "go and do likewise."

AFTERNOON SESSION. Meeting called to order at two o'clock. The usual committees were then announced by the chair. Mr. Boyden made some remarks on professional reading, and the claims of the *Massachusetts Teacher*.

At half-past two o'clock, Rev. William G. Babcock, of Scituate, gave a lecture on "Lessons taught by the rebellion on the worth of our common schools." He contrasted the North, with her free schools, her plenty, her equality, her hope, with the South, with her poverty, her ignorance, and her discontent. He showed that common schools find no place in a despotic government, while they are the vitalizing principle of a republic; that, if we would purify our government and establish it on a firm basis, we must elevate our schools.

After a recess, Mr. J. G. Leavitt, of North Bridgewater, introduced a discussion upon "Some of the prominent causes of failure in teaching." He was followed by

Mr. Cornish, of Plymouth, Rev. Mr. Powers, Mr. Brooks, Mr. Thomas, and others. The discussion was carried on in a spirited manner until the hour of adjournment.

The evening was occupied with a lecture by Hon. Emory Washburn, on "Some of the difficulties and discouragements of the teacher in his work; and the ground of hope in the condition of the times," and by music by "the Aoiodonians," led by Mr. H. B. Brown, of the South Abington High School. The lecture was listened to with marked attention, and the music was pronounced fine. A half hour was spent in social converse after the lecture.

SATURDAY MORNING. After the election of officers, the subject of "Proper qualifications of primary school teachers," was taken up and discussed by Mr. Brooks, Mr. Richards, Rev. Mr. Walker, Rev. Mr. Powers, and others.

At eleven o'clock, Mr. James H. Gleason gave an interesting and instructive lecture on, "Teachers,—their duties and aids."

In the afternoon, Mr. Martin, of Bridgewater, opened a discussion on the subject; "The use of a school-library as an aid to scholars," and was followed by Mr. Thomas, of Hanson, and Mr. Ryder, of Marion.

The treasurer reported the finances in a healthy condition; the committee on the *Massachusetts Teacher* reported eighteen new subscribers; the committee on attendance reported one hundred and ninety-five present. The usual resolutions of thanks to all who had assisted in making this so good and interesting a meeting, were passed; after which Rev. Mr. Edwards, on the part of the people of South Abington, responded.

The *Hingham Journal* says, "We were highly gratified with the exercises of both days. We believe that these meetings are very important, should be attended by every teacher when possible, and should be encouraged by all friends of education."

Officers for the ensuing year:—Solon F. Whitney, president; Galen E. Pratt, D. W. C. Bates, L. Z. Thomas, vice-presidents; Lewis E. Noyes, secretary and treasurer.

INTELLIGENCE.

PERSONAL.

Leander Waterman, of the North Grammar School, Milton, has been appointed principal of the Head Model School for freedmen, in the city of Baltimore. Salary, \$1200. Mr. Waterman has established an enviable reputation as a teacher in this state, and we anticipate for him a successful career in his new field of operations.

Louis Johnson, for two years teacher in the Maplewood Institute, Pittsfield, has gone to superintend a boy's school near Chicago.

Dr. Gleason's lectures on physiology have been very well received in the towns of Hampden and Hampshire counties, where he has been lecturing.

H. S. Perkins has been appointed teacher of music in the public schools of Springfield.

Galen Allen, of the Milford South Grammar School, is now principal of the high-school in Nantucket.

E. A. Hubbard, Esq., cashier of the National Bank of Easthampton, and formerly teacher of mathematics in Williston Seminary, and once principal of the Fitchburg High School, is appointed superintendent of the schools of Springfield.

The late *William Curtis Noyes* of New York, who was a graduate of Hamilton College, devised his valuable library, one of the largest in this country, to that institution.

Joseph T. Ward, of Dorchester, has become master of the Centre Grammar School in Milford. The building is a new and fine structure.

Mr. ——— *Armington*, of Weymouth, succeeds *Mr. Allen* in Milford.

Miss Sarah Graves, a graduate of Mt. Holyoke, succeeds *Miss Lucy S. Lord* as assistant in the high-school of Milford.

Mr. S. Tenney, of Cambridge, Mass., anticipating a change of his field of labor, offers for immediate sale his entire collections in mineralogy and geology; also about fifty small collections, varying in price from \$10 to \$25 each. *Mr. Tenney* has furnished collections already for many schools. This is a rare opportunity which we hope will be promptly embraced. Specimens of the more common minerals certainly ought to be found in every grammar and high-school. Nothing so directly prepares the way for the study of mineralogy and geology as a familiar acquaintance with the common minerals, derived from actual observation. *Mr. Tenney's* departure will be a loss to the educational interests of the state.

George A. Baxter, late of the Reading High School, succeeds *A. P. Stone* in the Plymouth High School.

C. H. Brown, Esq., of Newton Corner, was lost on the 3d inst., in the steamer *Melville*, sunk while on her way from New York to Port Royal. He resigned the principalship of the Stoneham High School to pursue the study of law, and nearly a year since began the practice of law in Boston with very fair prospects. He was an excellent teacher, a true patriot, and a devoted Christian.

Prof. William D. Whitney, of Yale College, has just completed a course of very able and scholarly lectures on the study of history and languages, before the Lowell Institute, of Boston.

John Porter Kirk, author of the brilliant history of Charles the Bold, has just begun a course of six lectures on "Life and Manners in the Middle Ages."

Miss Susie Harris, of Springfield, is teaching a freedman's school in Portsmouth, Virginia.

Mr. H. E. Simmons, is principal of the freedmen's schools at Arlington Heights, Virginia.

EDUCATIONAL INTELLIGENCE.

The American Academy of Sciences held its annual meeting in Washington last month. *Prof. Agassiz* read a paper "On glacial phenomena and the present configuration of the State of Maine," which gave rise to an animated discussion. Some of the other papers read were: "On the dimensions and proportions of American

soldiers," by Dr. B. A. Gould of New York; "On a method of exhibiting certain statistics of hospitals," by Dr. John L. Leconte; "On the changes that have taken place on Charleston bar since the sinking of the obstructions, as developed by the coast-survey," by Prof. J. E. Hilgard. Gen. Meigs, Prof. O. M. Hood, and Dr. Kirtland have been elected to the vacancies in the American Academy of Sciences, caused by the deaths of Gen. Totten and Professors Silliman and Hubbard. The corresponding members elect are Sir R. I. Murchison, geologist, president of the royal society; Alexander Braun, the Prussian botanist; G. B. Aing, astronomer royal; F. Wöhler and Victor Reynault, chemist.

Hatfield. This town voted in town meeting to invite a session of the State Teachers' Institute. Their invitation will be accepted as early as the claims of other localities permit. A "Smith Literary Society" has been formed here, and Miss Sophia Smith has given it \$500 towards starting a library. Oliver Smith, who died in this town in 1845, left an estate of nearly \$400,000. He left \$200,000 to a board of trustees, to be held until it should be doubled, and then to be divided into three funds, one of \$30,000 for an agricultural school in Northampton, one of \$10,000 for the American Colonization Society, and one of \$360,000 for indigent children, young women, and widows, in the towns of Northampton, Hadley, Hatfield, Amherst, Williamsburg, Deerfield, Greenfield, and Whately.

Shurtleff College, Baptist, at Alton, Ill., founded more than twenty years ago by the late Dr. Shurtleff of Boston, is now in a flourishing condition. Its friends at the West are raising a fund of \$100,000 for its further endowment. Rev. Hubbel Loomis, now over ninety years old, father of Prof. E. Loomis of Yale, has just given his valuable library to this western college.

THE Baptists of these Northern States have under their control nine colleges, for which subscriptions are now in progress to raise endowments amounting to upward of \$400,000; and three theological seminaries, for which they are raising at least \$10,000, all which they hope to complete before the end of the year 1865.

Hon. David S. Boardman, who died Dec. 2, at New Milford, Ct., aged ninety-six, was the oldest living graduate of Yale College—class of 1793; leaving Judge Bacon of Utica—class of 1794—now the oldest survivor. The six oldest graduates on the list a year ago were Waldo, 1788, Botsford, 1792, Boardman, 1793, Huntington and Bacon, 1794, and Day, 1795. Only the two last-named are now living.

THE act of the New York Common Council, in appropriating \$5,000 to the Catholic college of St. Francis Xavier, occasions great complaint as unfair in itself and dangerous as a precedent. If a Catholic college can receive help from the city, of course the colleges of other denominations have a right to claim and expect assistance.

THE bill before Congress for the support of the Military Academy at West Point, for the current year, appropriates \$282,504.

THE Boston Female Medical College has purchased forty thousand square feet of the south back-bay land for a site for a college building.

Nickel. Rich deposits of nickel have been discovered upon the north side of Lake Huron.

A NEW pneumatic and steam drill is used in piercing the tunnel through the Hoosic Mountain.

SEVERAL schools for contrabands are located upon the farm of Gov. Wise, eight miles south of Norfolk, Va. The teachers who occupy his house as their residence have decorated the parlor with a large photograph of John Brown, handsomely wreathed in laurel. Among other papers in the house was found a plan of secession, drawn up by Wise in 1857, and approved by Jeff. Davis and other prominent men in the South.

A BAPTIST church in Brooklyn has subscribed \$27,000 for the endowment of a professorship in the Rochester University.

THE new college building at Middlebury (Starr hall), which was burned last month, was built of stone, and cost \$16,000. The insurance was only \$5000. It will cost over \$30,000 to replace the building, and the friends of the college are taking up subscriptions to aid rebuilding.

Teachers for Colored Troops. The colored troops in the Army of the Potomac are exhibiting a wonderful eagerness and readiness to learn. The Christian Commission are endeavoring to meet this new demand so far as they can, and are in want of fifty good lay delegates to act as teachers. Any who are willing to go on this mission are requested to address Charles Demond, 91 Washington Street, Boston.

Southampton. Southampton is raising the salary of a female teacher for one year among the contrabands.

THE Williston Church, in Easthampton, supports a teacher among the contrabands.

Palmer. The schools of Palmer are "lengthened out" this winter by private subscriptions. The same is done in many other towns.

THE next meeting of the National Academy of Sciences will be held at Northampton, commencing on the 23d of August.

George W. Hoss is entering zealously upon his duties as superintendent of the schools of Indiana. He is laboring to secure appropriations from the legislature for Teacher's Institutes, and a normal school; and a law requiring the schools to be kept a longer time; and an amendment to the constitution permitting local taxation. Indiana is behind the times. The laws of no northern state give so little encouragement to free schools. The National Census of 1850 shows that Indiana has 70,000 of her adult population unable to read and write. Her neighbors, Ohio, Illinois, and Iowa, continue their schools at least *six months*. Indiana keeps her schools on an average *three months and four-tenths*. While the schools of New York average 7. 8; Massachusetts, 8. Rhode Island, 8. 5; Connecticut 8. 75. Light, however, is dawning. Emancipation liberates Indiana. The hostility of slavery to education was felt across the line, even in Indiana. But better times are at hand. We expect Indiana will soon wheel into the line. Success to her efficient superintendent in his earnest efforts.

Rev. L. Von Bokkaleu, the newly appointed superintendent of schools in Maryland, has recently visited Massachusetts in order to become conversant with the practical working of our school system. He has been instructed to prepare a bill for "a uniform system of public schools."

Williston Seminary is to have a new dormitory next year. The present number of students is unusually large, and it is found necessary to increase the accommodations of the institution.

Maryland. — Maryland is making rapid strides in education as well as freedom. Her course happily illustrates how the one prepares the way for the other, and foreshadows the measures for the elevation of the masses, which are to be initiated in other southern states, as soon as slavery disappears. The new constitution provides for a State Board of Education, and county superintendents; requires six months of schools annually; and creates a permanent school fund of six millions of dollars; besides providing for taxation for the support of schools.

Work for the School-Master. — Several members of Congress will insist upon having incorporated into any bill providing for reconstruction, substantially this provision: — "That all loyal male persons in the rebellious states, of suitable age, without regard to color, provided they can read, shall be permitted to vote."

Female Education in Syria. — Rev. H. Jesup, missionary at Beirut, in Syria, on his return to his work, carries the glad news to his brethren that their great work of publishing the Bible in Arabic has been cordially undertaken by the American Bible Society. He has raised, chiefly from a few friends in New York, a fund of about \$10,000 to build a house for a female boarding-school near the missionary premises at Beirut. The school is already in operation under most favorable auspices, with forty boarding scholars.

THE Newton Theological Institution, which was established in 1825, has sent out five hundred and eight alumni, of whom four hundred and two are now living. They have labored in every state of our Union, and in every quarter of the globe. Fourteen are, or have been, presidents of colleges or theological seminaries, and twenty-two others professors in such institutions.

EDUCATION as well as patriotism mourns the death of Edward Everett. Besides the numerous high civil and diplomatic offices which he adorned, he was for four years a laborious teacher — professor of Greek in Harvard College. Though but twenty-one years of age, when he received this appointment, his lectures gave a new impulse to the cause of Greek literature in America. During his professorship he translated Buttmann's Greek Grammar and edited the *North American Review*. While acting as governor, he was very efficient in the organization of the Board of Education, and founding the normal schools. The state has ever had reason to regret that his cherished plan of devoting the "surplus revenue of the United States," to the school-fund, was not adopted. His lectures and addresses on education alone are monuments of his masterly eloquence, as well as his zeal in behalf of public instruction. Mr. Everett has been present at every examination and exhibition of the Everett Grammar School, Boston, in which he took a deep interest. The schools of Boston closed on the day of his funeral.